

Year 3 and 4 Approach to Homework

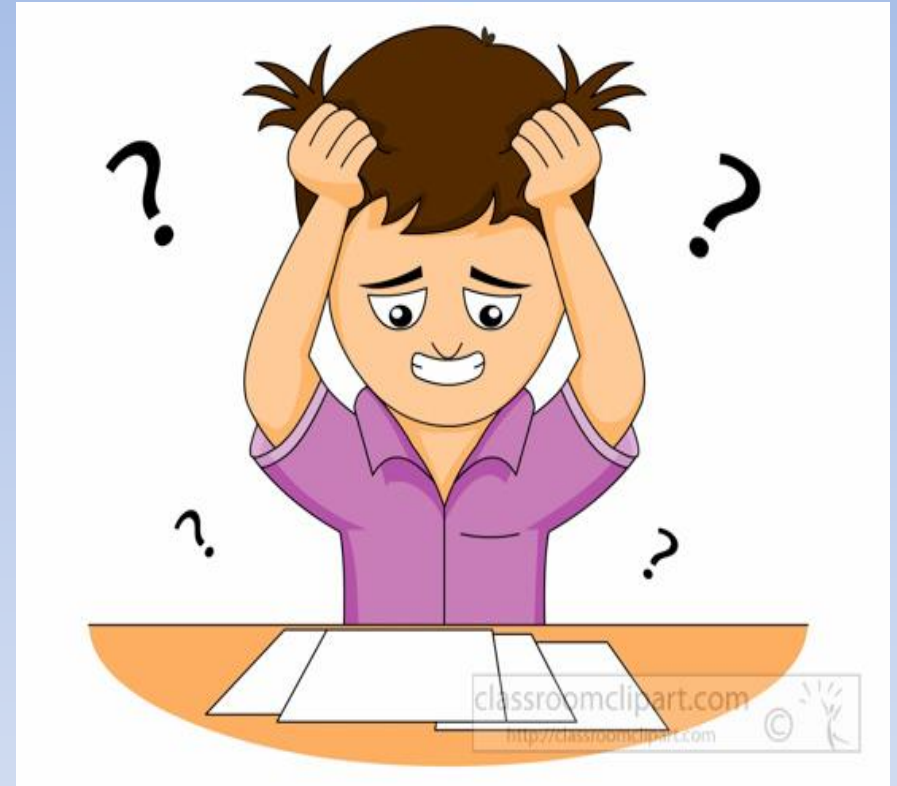


Agenda



- Introduction
- Homework research
- Reasons behind new approach
- Feedback from the homework questionnaire
- Explaining new approach - taking into account feedback
- Addressing concerns about new approach
- Questions

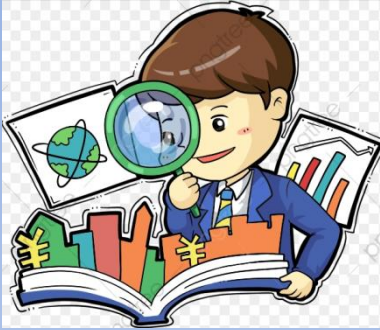
The Homework Debate



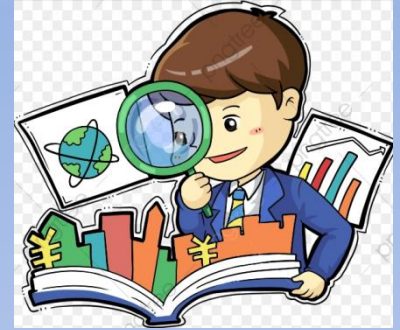
The Homework Debate



We must remember that homework is there for the benefit of the children, no other reason.

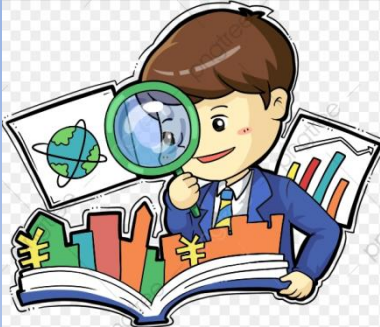


The Research

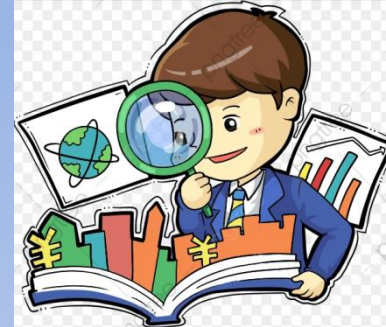


- The link between homework and student achievement is far from clear.

There is no conclusive evidence that homework increases student achievement across the board. Some studies show positive effects of homework under certain conditions and for certain students, some show no effects, and some suggest negative effects (Kohn 2006; Trautwein and Koller 2003).

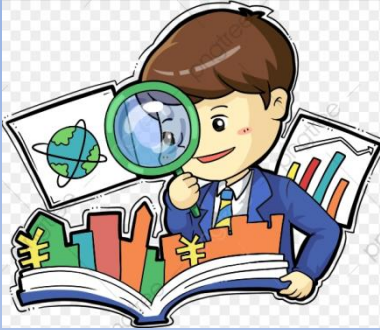


The Research

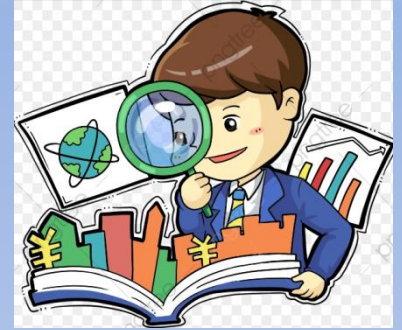


- Homework may have non-academic benefits.

Certain non-academic benefits of homework have been shown, especially for younger students. Indeed, some primary-level teachers may assign homework for such benefits, which include learning the importance of responsibility, managing time, developing study habits, and staying with a task until it is completed (Cooper, Robinson and Patall 2006; Corno and Xu 2004; Johnson and Pontius 1989; Warton 2001).

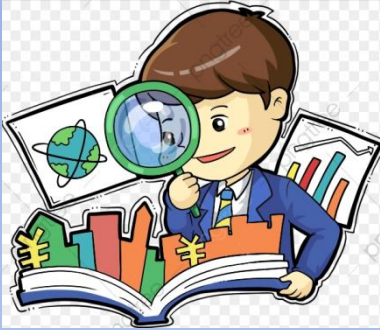


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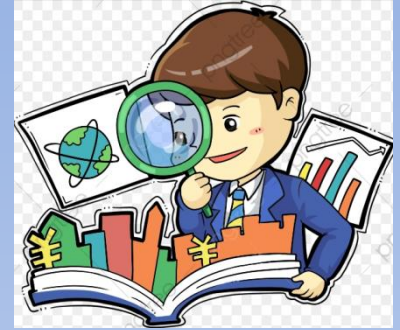


- Older students benefit more from homework than younger students.

Some studies have shown that older students gain more academic benefits from homework than do younger students, perhaps because younger students have less-effective study habits and are more easily distracted (Cooper 1989; Hoover-Dempsey et al. 2001; Leone and Richards 1989; Muhlenbruck et al. 2000)



The Research



- Too much homework may diminish its effectiveness.

While research on the optimum amount of time students should spend on homework is limited, there are indications that for high school students, $1\frac{1}{2}$ to $2\frac{1}{2}$ hours per night is optimum. Middle school students appear to benefit from smaller amounts (less than 1 hour per night). When students spend more time than this on homework, the positive relationship with student achievement diminishes (Cooper, Robinson, and Patall 2006).

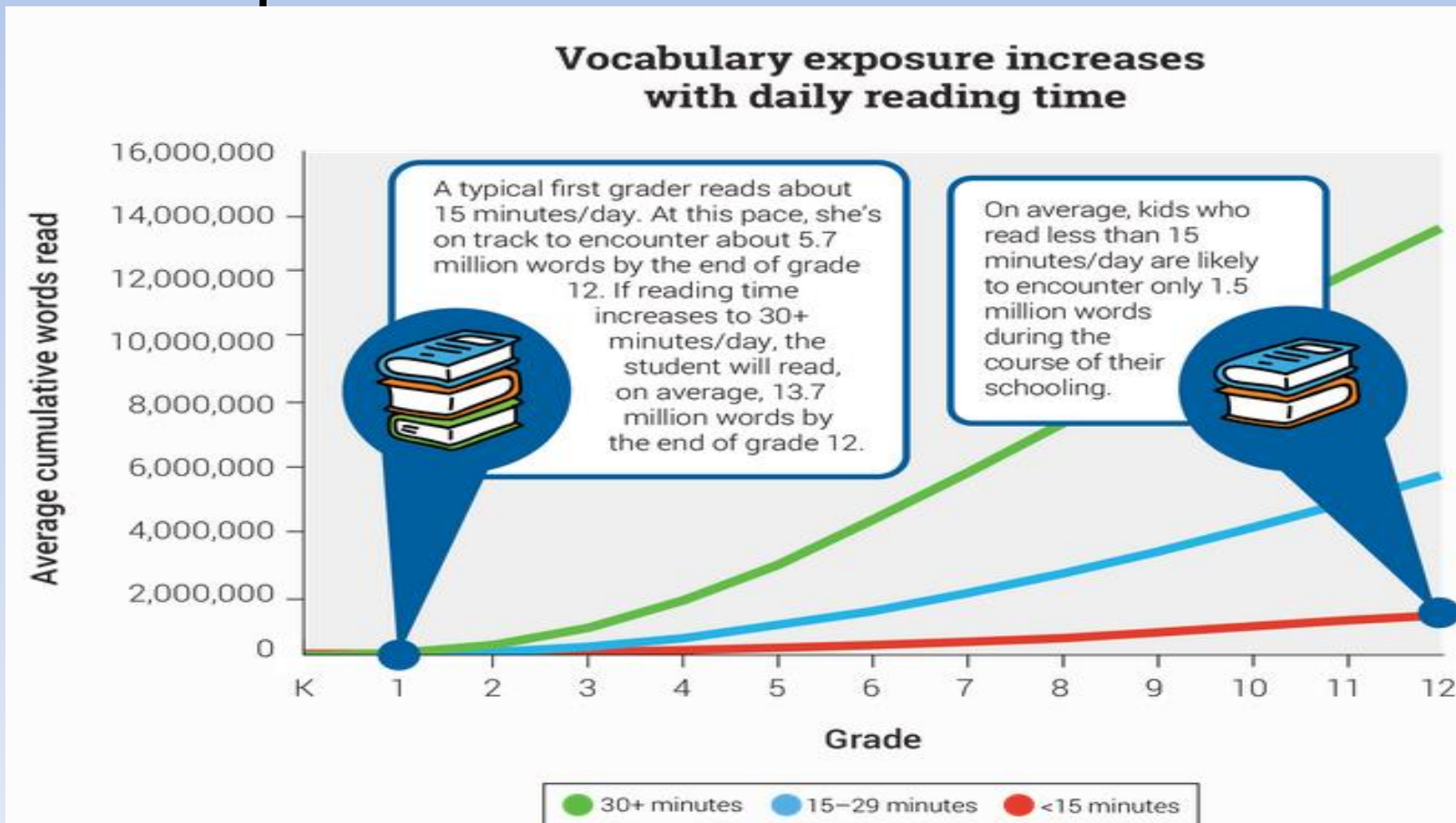
- Last year, 3 and 4 changed their style of homework to better suit the needs of the children.
- This move was based on the educational research.
- The focus of the homework was learning number facts, spellings and times tables.
- The new style of homework is designed to be more individualised to help support and extend all children.



- The new approach moved away from lots of written homework and focused more on learning.
- Written homework was proving a stress in lots of homes. Styles of teaching have changed a lot in the last few years which caused a lot of confusion.
- Homework is difficult to use as an assessment of the child - what level of help did they get?
- Marking homework as a class took away learning time.

Parental Feedback

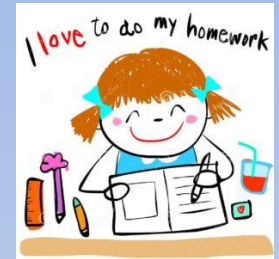
- From the trial we found that reading worked well. Daily reading has always been an expectation at St Edmund's.



- Feedback from parents stated that spellings were also working well. Both children and parents liked that the spellings were individual to each child.
- Maths homework is the area where many parents would like some guidance.



Year 3 & 4 Homework



- Reading

Children should be reading 15-20 minutes every day.

At least once a week, parents should focus on comprehension skills with the children.

Reading aloud to an adult is still important at this age.

Children could also complete book reviews on the different books they have read.

Children should be reading a range of different styles.

Year 3 & 4 Homework

- Spelling

Daily spellings - these are the words that the children have identified themselves that they need to work on. They are tested every day by their partner.



Year 3 & 4 Homework



- Spelling

Weekly spellings - these are the words/spelling patterns that the National Curriculum state must be learned in each year group.

The children will have a weekly focus and be tested on these patterns each Friday.

Year 3 & 4 Homework

- Spelling



Learning spellings should not only consist of learning the letters to spell them. Children should be looking the words up in dictionaries and putting them correctly into spoken and written sentences.

Year 3 & 4 Homework

- Maths



The main aim of the Year 3 & 4 Maths homework is that the children know their number facts confidently.

The sheet provided explains what we mean by knowing the number facts.

At the end of Year 4 the children will now have to sit a National Multiplication Tables Test.

Year 3 & 4 Homework

- Maths



The children also record their weekly maths focus in their journals. This is to enable parents to know where to further support their children.

Matching activities to these objectives can be found on EducationCity.

Addressing Concern

- My child does not know what to do/has not written homework down.

Every child is given time to write the homework down and it is then explained.

Please let us know if this does happens and we will ensure that the homework is written in future.



Addressing Concern

- This is not preparing them for secondary school

Primary and Secondary schools are very different and we must make sure that work, both at school and home, are appropriate to their age and ability.

Homework in Year 5 and Year 6 gradually builds up to ensure the children are fully ready for secondary school



Addressing Concern



- Without written homework, I don't know what my child is learning

Termly objectives for all subjects in each year group are on the website.

Maths weekly focus recorded in learning journals

Your child should also be able to tell you

Addressing Concern



- It can become boring doing the same thing

Unfortunately, there are some things that just need to be learnt.

If they focus on these areas now, then this makes their future academic career easier.

It can be made fun by completing the same objectives in different ways e.g. Using felt tips, songs, chalk, board games, apps

Addressing Concern



- Can my child do more than what is recommended?/ Where can I access resources if I want my child to do more?

What we recommend is only the minimum we expect. If you want your child to do more that is great.

EducationCity has both online activities and printable worksheets which are all linked to the National Curriculum.

If you do want to use books to help your child we can recommend the CPG range of books.

Addressing Concern



- Why is there no comprehension homework?

Reading with an adult and having a fun, focused discussion on the characters, plot, end etc. is more beneficial to children of this age than written comprehension.

We also have weekly comprehension sessions in class to develop their skills.

The time previously spent on comprehension books can be spent reading and discussing books with your child.

Homework

Week beginning: 3rd September 2018

	Spellings	Maths Facts
Monday	Record comment here.	Record comment here
Tuesday	↔	↔
Wednesday	↔	↔
Thursday	↔	↔
Friday	↔	↔
Notes/Messages		Parent signature here ↓
Home signature:	School signature:	

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Spelling/Maths Facts

- The activity your child has completed should be recorded in each column for the appropriate day
- If completed at the weekend please make a note
- A range of activities should be used (see guidance)
- An adult must sign the diary each week

Reading

- Continue to listen to your child daily and sign the diary (yellow pages) every day

Reasons why we are adopting this style of homework

1. Enables children to focus on core skills
2. Enables homework to be targeted to each child's individual needs
3. Is designed to be more flexible to fit in with family life
4. Time previously spent on marking homework is spent helping and extending children
5. Encourages children to take responsibility for their learning



Questions

